

## CHAPTER I

### INTRODUCTION

This chapter provides a brief description of the whole process of the research. In detail, this chapter discusses the research background, questions, purposes, significance of the research, rationale, and previous studies.

#### A. Background

Speaking plays an important role in social life wherever you meet people, as it is communication required. According to Richard's (2008), speaking is an essential skill in language learning that enables language learners to communicate not only in expressing viewpoints but also in giving responses. It is also agreed that speaking as a productive skill which is related to the ability of language learners to process information during conversation. In learning English in the classroom, sometimes speaking skills are underestimated and focused on theory. Alhosni (2014) argues that speaking skills and all related activities are totally overlooked in the classroom.

The teacher must choose the proper technique in speaking classes because speaking has three aspects: fluency, accuracy, and comprehensibility or appropriateness. Heaton (1988) proposes that in the teaching of speaking, learners must master the three components of speaking: fluency, accuracy, and comprehensibility or appropriate. The problems observed in this research happened at one high school in the Bandung, West Java, Indonesia. In teaching and learning English, students only rely on the writing on the blackboard and understanding the structure of the text without practicing it in dialogue or just a monologue. They argue that what they have learned is more theoretically than practical. It makes them assume that English is boring and makes them less interested in learning it.

Furthermore the problem in this study is the lack of learners' interest in learning English. Therefore, the teacher must be creative, chooses appropriate techniques that can increase students' interest in English, and emphasizes learning on the practice and application of English in the classroom to launch students'

speaking abilities. As a results, students can play an active role directly and dominate learning activities.

This study aims to develop the interest and speaking ability of EFL students. By using the right techniques, students are easier to master speaking ability and become more interesting in learning. For reason, this study uses drama to see wheter drama result changes students in terms of their interest in English, especially in speaking. According to Gorjian, B., Moosavinia, S. R., and Jabripour, A. (2010), drama itself has become a teaching technique that encourages students to learn a new language creatively and effectively. From the explanation above, drama is beneficial for teachers in teaching language because drama can be a more creative and effective language learning technique.

Meanwhile, drama can be assumed that it can be used as the correct technique in building students' interest in English, as well as revitalizing classroom activities with the direct contribution of all students to run a drama lessons. According to Hubbard (1986: 317), in drama, a wide range of oral activities have an element of creativity. Furthermore, according to Gorjian et al. (2010), drama has evolved into a teaching style that motivates pupils to learn a new language in a fun and efficient way. This implies that drama tactics foster an environment where students may learn contextually, utilize their imaginations, and respond spontaneously.

The drama used in language teaching is adapted to the age and era of the students. According to Schejbal (2006:6), drama in a foreign language teaching context does not mean using a classical play or performing a theater performance. The suggested drama can be a well-known fairy tale drama among young people, such as a Disney drama, the story of the princesses, the mouse deer, etcetera. Because there is a dialogue among the actors in drama, this is an appropriate method, as developing speaking skills is achieved through conversation. Furthermore, according to Nunan and Carter (2001:21) one of the measurements of successful English speaking ability is to carry out a conversation in English language itself.

There are some previous researches relating to drama in an educational context. First, a study from Nordin (2012) drama activities are able to integrate the

four language skills among students and motivate them to actively use the target language among themselves. Then, the following study from Atas (2015) Shows that the teacher's reflections strengthened the qualitative aspect of the study. After six weeks of language and drama training, the drama techniques significantly lowered the speaking anxiety of EFL learners. Thirdly, a study by Briones (2022) shows that in the drama method, the emotional understanding component of empathy significantly improved. The results support a more comprehensive training of future teachers. The current research differs from previous studies in using media in drama. However, there is no specific research on retelling stories to enhance speaking ability using drama. Therefore, it is interesting to investigate whether or not the use of drama can make students interested in English, especially students' speaking ability. To conclude, drama is the teaching technique to enhance students' speaking ability.

## **B. Research Questions**

Based on the previous context, this study identifies the research problems into three research questions.

- 1) How is drama lessons implemented to foster EFL learners speaking ability?
- 2) How are EFL learners' interest in learning English speaking during the drama lessons?
- 3) How are the EFL learners' speaking abilities in their drama performance?

## **C. Purpose of the research**

The stated objectives of this study are aimed to:

- 1) Implement drama lessons in order to foster EFL learners' English speaking ability.
- 2) Build the learning interest of EFL students during the drama lessons.
- 3) Improve the speaking ability to EFL in the drama lessons.

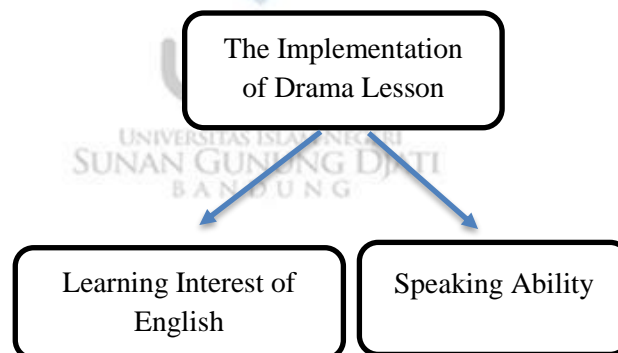
#### D. Research Significances

This research is expected to give useful contributions to theoretical and practical implications.

Theoretically, this research is expected to solve EFL learners' problems in learning English speaking skills. Moreover, to provide readers with a broader perspective on using drama as a technique to make more creative and effective in learning English. Moreover, drama technique can give additional information for other researchers who want to teach English speaking skills through drama lessons

Practically, the results of this study are expected to build students' interests in learning English, especially speaking ability, by involving themselves in learning processes using the use of drama technique. Moreover, the research on drama technique can be a reference for teachers in order to use it in the teaching of English speaking skills. Besides, the use of drama can make the classroom atmosphere more lively and place students in more dominant position.

#### E. Conceptual Framework



##### 1. Learning Interest

Interest in learning is something that accompanied the desire or ability to deliberate attention and liveliness that eventually gave birth to a sense of fun in the form of a change in behavior or attitude toward knowledge and skills. Interest in learning students can be seen in the feeling of like and interest of students in the study, the need for students to learn, greater attention to the things they have learned, and active participation in the activities (Hidi & Renninger, 2006).

According to Herpratiwi & Tohir, A. (2022), interest is a powerful dictator and motivator in the learning process. Students are likely to pay attention to engage in learning activities more when their interests and emotions are positively provoked. Learning with interest would be better than learning without interest. Learning materials delivered to attract students' attention spontaneously than learning will take place very well. The essential thing in the learning process is that students are willing to learn/seek out and participate inside or outside of classroom activities to achieve learning outcomes. It does not quickly arise by itself.

## 2. Speaking Ability

Speaking is one of the language arts used by people in the world. Teachers must guide learners to learn speaking skills with their ability to teach speaking because teaching speaks to the teacher's ability to manage the learning activities. Rivers (1968:160) states the teaching of the speaking skill is more demanding on the teacher than the teaching of any other language skill.

Brown (1994) considers seven principles for teaching speaking; Focus on both fluency and accuracy, provide intrinsically motivating techniques, encourage the use of authentic language, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, and encourage the development of speaking strategies. According to Brown (1994), there are some activities in teaching speaking to make it successful; they are games, role-play and simulation, drama, projects, interviews, brainstorming, information gap, jigsaw, problem-solving and decision-making, and opinion exchange.

## 3. Drama Lessons

While trying to find out whether drama helps the development of students' oral skills, researchers also found that drama reduces the anxiety level of EFL students Gorjian et al (2010) drama has evolved into a teaching style that motivates pupils to learn a new language in a fun and efficient way. This implies

that drama tactics foster an environment where students may learn contextually, utilize their imaginations, and respond spontaneously.

Speaking the language fluently without preparation is critical for EFL fluency. Fluency necessitates "achievement." A student must practice the language to attain fluency. Speaking a foreign language in class, on the other hand, is fundamentally artificial. It is not simple to engage pupils in tasks that need false speech. Students require realistic scenarios in which to demonstrate linguistic components. Additionally, people must feel as if they are not performing. drama can be relied on as a medium for learning speaking.

## **F. Previous Studies**

There are several studies relevant to the current study about Drama for teaching English speaking. The first study is conducted by Atas (2019). The study was conducted with 24 students of the 12<sup>th</sup> grade at a high school in Kozan, Turkey. This study investigates the reduction of speaking anxiety in EFL learners through drama techniques. This study aimed to investigate how drama affects EFL students' speaking anxiety. After six weeks of language and drama training, the drama techniques significantly lowered the speaking anxiety of EFL learners. Despite the relevance in terms of the use of drama for teaching, this current research has some differences from this first previous research. While the first previous research focuses on speaking anxiety, the current research focuses on speaking skills and learning interests. Moreover, this research was conducted at an Indonesian third-grade high school learners.

Secondly, this study is conducted by Selma and Burcu (2013). This second previous study investigates the effects of the drama-supported cooperative learning method on the development of pre-school children's communication skills. In this study, participants with a total of 24 students are divided into two groups, namely 12 in the experimental group and 12 in the control group. The results of both have the same value and are significant in the communication skills subscale. In the current study, all participants were divided into five groups and not differentiated in the sample. It is because what is being researched is the

changes in students who initially choose not to be interested in speaking also improve their speaking ability. This study uses a case study as an approach and conducted with third-grade high school learners.

The third study was conducted by Nordin, Sharifb, Fongc, Adlina, Mansor d, Zakaria (2012). This study is about fulfilling the tasks of reading, writing, speaking, and listening through drama workshop. This study aimed to discover the potential of drama activities to be implemented in second language classrooms. The participants of this study were 25 engineering students from five selected engineering faculties. All the participants had mixed English language proficiency levels and volunteered to participate in the drama workshop. The results of the study suggest that drama activities were able to integrate the four language skills among the students as well as motivate them to actively use the target language among themselves. The current research uses drama media besides integrating speaking ability; it also attracts students to enjoy and like learning English as a foreign language. Moreover, the current research uses drama technique which only focuses on speaking ability.

